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ABSTRACT

In 1979-80, a study was conducted at John C. Calhoun State Community College to demonstrate the need for financial aid services to evening nontraditional students. Data were collected on a random sample of 66 traditional and 47 nontraditional students who received Basic Educational Opportunity Grants during the 1979-80 school year with respect to grade point average (GPA), sex, race, day or evening status, and types of high school diplomas received. Nontraditional students, who were defined as those over 25 years of age who had been away from an educational setting for at least 5 years, were expected to have significantly higher GPA's than traditional students. The study found no significant difference between the GPA's of traditional and nontraditional students and no significant difference between GPA's of day and evening students. While there were also no differences in GPA due to sex and time of attendance, white financial aid recipients had significantly higher GPA's than non-white recipients, and the grades of high school graduate students in the sample were significantly higher than those with high school equivalency diplomas from the General Educational Development (GED) Test. Based on these findings, it was recommended that financial aid services should be more accessible to evening students and that support services should be provided to financial aid recipients who are non-white or have GED diplomas to enhance their potential for success. (Author/KL)

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A COMPARISON BETWEEN TRADITIONAL AND NON-TRADITIONAL STUDENTS RECEIVING FINANCIAL AID AT JOHN C. CALHOUN STATE COMMUNITY COLLEGE

by

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John C. Calhoun State Community College

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ABSTRACT

To encourage the expansion of financial aid services at John C. Calhoun State Community College (Decatur, Alabama), a comparison between non-traditional and traditional students receiving financial aid was conducted. The purpose of the research was to demonstrate the need for financial aid services to the evening non-traditional students by confirming that the grade point average (GPA) of the non-traditional students significantly exceeded the GPA of the traditional students.

The set of data was collected on a random sample of 1979-80 students who received financial aid through the Basic Educational Opportunity Grant (10.7 percent of 1,060 students). After being classified as non-traditional (over 25 years of age, or five or more years out of the educational setting) or traditional students, a factorial design was used to compare these two groups with control on four variables looking for main and interaction effects. The four variables were sex, race, time of attendance, and types of high school certificate. For this analysis a one-tailed test with .025 level of significance was used.

The non-traditional students were expected to be significantly more successful than the traditional students. Since academic success and retention are so closely correlated, success of non-traditional students would demonstrate the advantage to Calhoun College in increasing financial aid

support for the evening non-traditional students. The control on the four variables was used to pinpoint any group of students that may need special academic assistance.

The results of the study indicated no significant difference by GPA between non-traditional and traditional students who received financial aid ($F = .84$, $df = 1$ and 107, with traditional students being more successful) nor day and evening financial aid recipients ($F = .07$, $df = 1$ and 107, with evening students being more successful). However, the results did indicate significant differences by GPA between white and non-white financial aid recipients ($F = 28.41$, $df = 1$ and 107, with whites being more successful) and between high school diploma and GED financial aid recipients ($F = 8.05$, $df = 1$ and 107, with high school diplomas being more successful). Each of the tests had a critical value of $F = 3.94$ for a one-tailed test at .025 level of significance.

The main recommendation made from the results was that financial aid services should be made available to the non-traditional students who attend evening classes. A second recommendation was that financial aid recipients who are non-white or have GED's be monitored and provided support systems needed for these students' success.

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INTRODUCTION

Previously, John C. Calhoun State Community College's financial aid office hours coincided with the traditional daytime hours of 8:00 a.m. to 3:00 p.m. This time frame limited access by the evening non-traditional student (See p. 10) who was generally employed during those hours. In spite of this situation, the number of students receiving the Basic Educational Opportunity Grant (BEOG) had increased from Spring Quarter, 1978, with 38 participants to Spring Quarter, 1980, with 266 participants (700 percent increase). (Ratcliffe, 1981:24) The evening non-traditional population had only increased 10 percent during this same period. This indicated a high increase in financial aid (See p. 10) recipiency. Even with the increase in financial aid (BEOG) recipiency, only 50 percent of those eligible were receiving the BEOG. (Title III:1981:45)

The evening non-traditional student who received the BEOG had to take time from work to correct any paper work problems at the financial aid office. These non-traditional students were generally married, employed, and had children. Some were one-parent families who had limited time and energy to pursue financial aid and also to attend college.

The purpose of the study was to show that distribution of financial aid (BEOG) was more productive when made available to the older evening, non-traditional student than the traditional student (See p. 10). Therefore, the purpose

of the study was to demonstrate the need for financial aid services to the evening non-traditional students by confirming that the GPA (See p. 10) of the non-traditional students significantly exceeded the GPA of traditional students.

To expand the usefulness of the results of this study, a factorial design with control on four variables was utilized to compare the non-traditional and traditional students. The resulting analysis of main effects and interaction effects of sex, race, time of attendance (See p. 10), and the type of high school certificate (See p. 10) was used to identify any particular group of students who may have needed special academic assistance.

Showing non-traditional students as more successful and, therefore, more likely to remain as students would encourage Calhoun College's administration to see the benefits of providing evening financial aid services to these students. Since 65 percent of the evening students are non-traditional (Title III;1981;41), any expansion of services should be for the evening students.

STATEMENT OF PROBLEM

Financial aid office hours at John C. Calhoun State Community College were set for the traditional daytime student. The evening non-traditional students were not able to receive specific financial aid help and information during his or her hours of attendance. In fact, non-traditional working students were required to take time away from their jobs to seek information or clear up financial aid problems. With the increase in the number of evening non-traditional students receiving the Basic Educational Opportunity Grant (BEOG), the need for evening financial aid services needed to be considered.

Due to the present tight budgets of higher education, the benefits to Calhoun College that may be produced by providing evening financial aid services needed to be demonstrated. According to Steele (1978:252), "the area most highly correlated with retention is the students' perceptions of their progress toward academic and career goals." If the results of this study could substantiate that non-traditional students receiving financial aid were by GPA significantly more successful than traditional students receiving financial aid, a benefit in retention at Calhoun College may be realized by financial aid support of the evening non-traditional students.

This study was centered around the question: Do non-traditional students receiving a basic grant show a

significantly higher success rate according to their GPA than the traditional students receiving a basic grant? With control variables of sex, race, time of attendance, and type of high school certificate on non-traditional and traditional students, the results were analyzed to pinpoint any group of students needing special academic assistance.

HYPOTHESIS

The primary hypothesis to be investigated was that there was a significant difference between the GPA of the traditional students receiving financial aid and the GPA of non-traditional students receiving financial aid. Additional hypotheses that were investigated are described later in this section.

The results of the study were expected to corroborate that the non-traditional students receiving financial aid were significantly more successful according to GPA than the traditional students receiving financial aid. This comparison was used to demonstrate to John C. Calhoun State Community College's administration that expanding financial aid services to meet the needs of evening non-traditional students would be advantageous to Calhoun College.

To analyze the data, a factorial design with four control variables was used to compare the GPA of the non-traditional and traditional financial aid recipients. The four control variables sex, race, time of attendance (See p. 10), and the type of high school certificate (See p. 10) were analyzed for main effects and interacting effects of these variables. The results of the control variables were used to help Calhoun College in pinpointing any portion of the financial aid recipiency who needed special academic assistance.

The null hypothesis (H_0) was $H_0 : \mu_1 = \mu_2$,

that is, that the mean GPA's of the non-traditional students and traditional students were the same. Due to the nature of the test being utilized, the alternative hypothesis (H_a) was $H_a : \mu_1 \neq \mu_2$, that is, that the mean GPA's of the non-traditional and traditional students were not the same.

Analogous hypotheses were tested for main effects and interacting effects of the four control variables. The above hypotheses were tested utilizing a one-tailed test at a .025 level of significance.

BACKGROUND AND SIGNIFICANCE

Jackson (1978;567) has completed an extensive study on the effects of financial aid on student attrition with the following conclusions:

1. The sort of college to which a student will apply is related to his or her socioeconomic and academic background and plans;

2. the sort of college a student applies to has little effect per se on his or her decision on whether to attend college; and

3. the exception to the preceding is that students awarded aid are substantially more likely than others to attend.

The above conclusions were an apt description of the Calhoun College evening students. Their socioeconomic and academic backgrounds leave them little, if any, opportunities to re-enter the educational world except through the junior/community college system. Therefore, if the results of Jackson's study are correct, the most important incentive that a junior/community college can offer is financial aid.

Currently a new population is enrolling in the colleges and universities. The traditional 18- to 22-year old dependent student has sharply decreased. "When we look at that pool, it is fairly dramatic. Our traditional age college students represents only 9 percent of the population, whereas the 23- to 69-year old group represents 60 percent." (Sherer;1977;744) In spite of the change in student population, higher education's support programs are set for the

traditional student. "When I speak about the non-traditional student in this context, I am talking about those who have the characteristics of the older kind of student, the part-time student, the commuter, the evening student. People in higher education today have little feel for this kind of non-traditional student." (Sherer;1977;744) Since the non-traditional population is becoming the major portion of the student body, colleges must revamp their support systems to meet the needs of this new type of student.

At Calhoun Community College the only broad-ranged financial aid program was the Basic Educational Opportunity Grant (BEOG). Other forms of financial aid were limited to mostly traditional students by criteria such as past grades, involvement in sports or clubs, full-time status, and other requirements which exclude most non-traditional students. The socioeconomic and academic background of the evening non-traditional students made the basic grant most accessible. Demographic data on the campus indicated that only 50 percent of eligible non-traditional students were receiving aid through the BEOG. (Title III;1981;47) Hook (1980;16) said, "They (Washington) also speculated that fewer poor students might be applying for basic grants because of the complexity of student-aid forms and procedures." This complexity of forms pointed directly to the need of financial aid services being accessible to all students to assure that those eligible could apply and receive benefits. Availability of financial aid could help Calhoun

College's recruitment and retention programs. Astin (1975) presents evidence that the source and amount of financial aid can be an important factor in the student's ability to complete college.

DEFINITION OF TERMS

Since some of the significant terms used in this study have varied meanings in educational literature, the following terms were defined as they apply to this investigation:

1. Evening Students . . . . . Those students attending college on Saturdays and after 3:00 p.m. on weekdays at the main campus and extension sites.

2. Financial Aid . . . . . The term financial aid referred to the Basic Educational Opportunity Grant. No other aid program was contained in this study.

3. GED . . . . . General Education Development high school equivalency certificate.

4. GPA . . . . . Grade point average.

5. Non-traditional Student . . . Any student who was 25 years or older, or has been out of the educational setting for five or more years.

6. Time of Attendance . . . . . Time of day when students attended classes, either day or evening.

7. Traditional Student . . . . . Any high school graduate between the ages of 18 and 24 years who had not been out of the educational setting for five or more years.

8. Type of High School Certificate . . . . . Type of high school degree received, either a high school diploma or a GED.

LIMITATIONS

This study covered only one academic year at John C. Calhoun State Community College. The background of each student was not investigated beyond the type of high school certificate received. Other background factors such as high school attended, ability test scores, and parental support during school could have affected the results. However, non-traditional and traditional students selected at random would have been expected to be similarly affected by these factors.

The shift changes of the working students may have caused student schedule changes between day and evening programs. However, this would not have affected the more important factor of being classified non-traditional or traditional.

ASSUMPTIONS

The assumptions that were adopted in this study are:

1. The students who were eligible and receiving financial aid involved a normal distribution of intelligence;

2. The distribution of intelligence was similar between the non-traditional and traditional students receiving financial aid. (No ability tests were required at John C. Calhoun State Community College); and

3. The difficulty of the programs of study attempted by the traditional and non-traditional students were similar.

PROCEDURES FOR COLLECTING DATA

The following steps were used to obtain the needed data;

1. Numbers were assigned to each student receiving financial aid (BEOG) in the 1979-80 academic year. A random sample of 10.7 percent of BEOG recipients were selected through these numbers from financial aid records of the 1,060 Calhoun students who had actually received financial aid benefits in 1979-80;

2. Calhoun College's admission records of each randomly selected student were manually inspected to obtain the sex (male or female), age, race (white or non-white), time of attendance (See p. 10), high school degree or GED (See p. 10), years out of the educational system, and GPA (See p. 10); and

3. The information on age and years out of the educational system was used to separate the data into the non-traditional and traditional groups. All files that were incomplete were not used in the analysis process.

PROCEDURES FOR TREATING DATA

The hypothesis on non-traditional students receiving financial aid and traditional students receiving financial aid were analyzed by grade point averages (GPA). A factorial design (analysis of variance) with control on four variables was utilized to compare these two groups. The four variables were sex, race, time of attendance, and type of high school certificate.

The null hypothesis (H_0) was $H_0 : \mu_1 = \mu_2$, that is, that the mean GPA's of the non-traditional students and traditional students were the same. Due to the nature of the test being utilized, the alternative hypothesis (H_a) was $H_a : \mu_1 \neq \mu_2$, that is, that the mean GPA's of the non-traditional and traditional students were not the same.

Analogous hypotheses were tested for main effects and interacting effects of the four control variables. The above hypotheses were tested utilizing a one-tailed test at a .025 level of significance.

The following format was used in organizing the data for computer analysis:

1. Student status was coded. . . . . 1 for traditional
   2 for non-traditional
2. Sex was coded. . . . . 1 for male
   2 for female
3. Race was coded . . . . 1 for white
   2 for non-white

4. Time of attendance was coded . . . . . 1 for day
   2 for evening

5. Type of high school certificate was coded . . . . . 1 for graduate
   2 for GED

PRESENTATION OF RESULTS

The hypothesis predicted that non-traditional students receiving financial aid would be significantly more successful than traditional students receiving financial aid. Four control variables of sex, race, time of attendance, and type of high school certificate were used in the analysis. The results of the analysis of variance on the comparison of traditional and non-traditional students and the control variables appear in Table 1. Means are shown in Table 2. The sample was 113 students (10.7 percent) from a population of 1,060 students who received financial aid during Calhoun's 1979-80 school year.

The results of the factorial design comparing traditional and non-traditional financial aid recipients indicated no significant difference ($F = .84$, $df = 1$ and 107, with traditional students being more successful). The critical value of F was 3.94 for a one-tailed test at a .025 level of significance. Therefore, the null hypothesis, that the mean GPA's of the non-traditional and traditional financial aid recipiency are the same, could not be rejected.

The analysis yielded two significant results concerning the control variables. White students had a significantly higher mean GPA than non-white students ($F = 28.41$, $df = 1$ and 107). The other significant factor was the type of high school certificate. Students with high school diplomas had a significantly higher mean GPA than the GED

TABLE 1

ANALYSIS OF VARIANCE

Source of Variation	df	**SS	**MS	F
Traditional/Non-Traditional	1	0.66452	0.66452	0.84
Male/Female	1	2.68930	2.68930	3.40
High School/GED	1	6.36442	6.36442	8.05*
White/Non-White	1	22.46490	22.46490	28.41*
Day/Evening	1	0.05141	0.05141	0.07
Error	107	84.59828	0.79064	

* Significant beyond the .025 and the .01 level.
** SS and MS are rounded to the 100,000th's place.
Note: No interactions were significant.

TABLE 2

MEANS

Source	n	GPA	Source	n	GPA
Traditional	66	2.47	Non-Traditional	47	2.32
Male	38	2.19	Female	75	2.52
High School Diploma	86	2.54	GED	27	1.98
White	80	2.69	Non-White	33	1.71
Day	63	2.39	Evening	50	2.43

students (F = 8.05, df = 1 and 107). Differences due to sex and time of attendance were not significant at the .025 level. The F of 3.40 for sex, however, would occur less than 6.8 times in 100 by chance if there were no differences. Thus, if a different significance level had been selected (say .10), then the difference due to sex could have been considered to be significant. No significant interactions were found among the control variables.

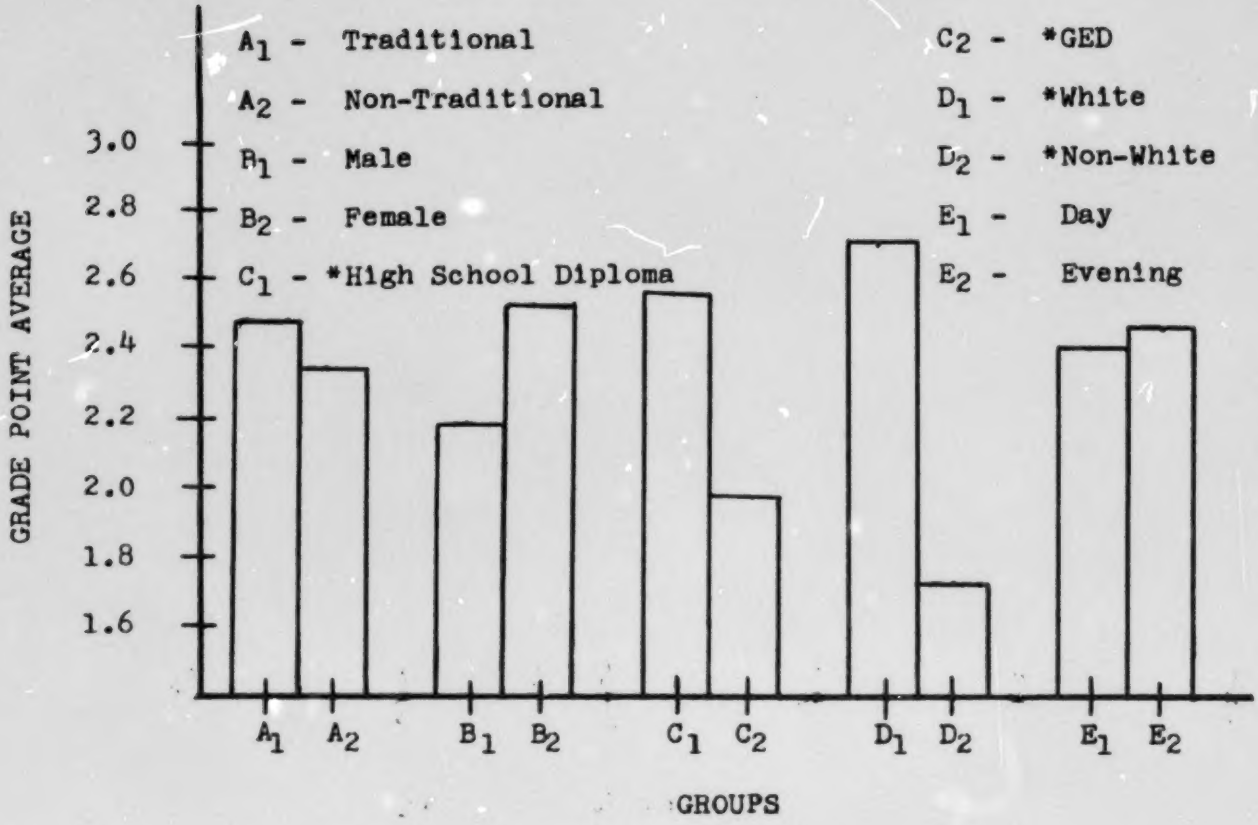
Table 1 contains the analysis of variance with an asterisk beside the significant F values. The significant F value of high school diploma/GED and white/non-white, which exceeded the chosen level .025, were significant beyond the .01 level.

Table 2 contains the mean grade point average (GPA) for each grouping of the sample. The mean GPA of the students with a GED was 1.98 and the non-white mean GPA was 1.71. Each of the other groupings had a mean GPA greater than 2.00. The other groupings were: traditional (2.47), non-traditional (2.32), male (2.19), female (2.52), high school diploma (2.54), white (2.69), day (2.39), and evening (2.43).

Since the results of this study indicated that no significant interactions were present, no additional tables seemed pertinent. However, a bar graph of the differences in means (See Figure 1) was used to illustrate the variations of means for the five factors.

FIGURE 1

MEANS OF THE SOURCES OF VARIATIONS



* The comparison of these groups was significant beyond the .025 and .01 level.

INTERPRETATION OF RESULTS

The results of the study did not indicate that, of the students receiving financial aid, non-traditional students were more successful than traditional students. The result of comparing traditional and non-traditional students was an F of .84 compared to the 3.94 critical value of F (at .025 level of significance). Therefore, the mean GPA of the traditional and non-traditional students could be considered essentially the same. The difference in the mean GPA of the traditional students at 2.47 and the non-traditional students at 2.32 may be attributed to sampling error or normal sampling fluctuations. The differences between these two groups as described in the definitions (age and time out of the educational setting) apparently did not affect the success rate.

This study included only students who were receiving financial aid and may not be valid for all students attending Calhoun College. The results did reveal information that may be useful in identifying financial aid recipients who need special academic assistance.

Even though the primary research hypothesis (that non-traditional students receiving financial aid would be more successful by GPA than traditional students receiving financial aid) was not supported, the control variables did reveal some pertinent data. The GED students and the non-white students, as a group, had mean GPA's of less than 2.00. Since a GPA of 2.00 is required for graduation, these groups

of students were not succeeding at college. Since no significant interactions were indicated by the results of this study, the combination of the factors of race and type of high school certificate were not significant. However, this set of data did indicate that GED and non-white factors may be used, at least in part, to identify students who need special academic assistance. The lower success rate of the GED students was a very significant fact. While the students who enter college by GED testing are assumed to have obtained the same basic knowledge as a high school graduate, this assumption may be faulty.

For the factor of race, the obtained F of 28.41 was highly significant when the critical F was 3.94 (the probability of chance differences was .00000055). Since the results of the study indicated no interaction, non-white students were, as a group, less likely to succeed at Calhoun College than white students. The non-white group receiving financial aid was the group in this study that was least successful.

How does all of this information relate to financial aid services? Steele (1978,252) indicated that retention is closely correlated with student progress and Jackson (1978, 567) wrote about the positive effect of financial aid on student enrollment. Therefore, if students are making reasonable progress and are receiving financial aid, they may be more likely to continue in college.

The results of this study show evening students

statistically equivalent by GPA to day students and non-traditional students statistically equivalent by GPA to traditional students. If equivalent by GPA, then perhaps, the students were equivalent in likelihood of retention. Since 65 percent of the evening students were non-traditional (Title III;1981;41) and 55 percent (Fall, 1980, enrollment figures) of the Calhoun campus were evening students, equal financial aid services for the evening students should be considered. Calhoun College and, indeed, all colleges need to break out of traditional modes of operation to adequately meet the needs of the non-traditional students.

The study did not indicate the non-traditional students more successful than traditional students receiving financial aid but did indicate they were essentially equally successful. The significance of no significance should be noted in the result comparing day and evening groups ($F = .07$). The evening and the non-traditional students were statistically as successful as the day and traditional students respectively. The assumption would be reasonable that students that are statistically as successful should receive equal service from Calhoun College. If the results of Astin's (1975) research were correct in the positive effects of financial aid on retention, then Calhoun College would be helping itself by providing the evening students with financial aid services.

RECOMMENDATIONS AND IMPLICATIONS

Recommendations

The purpose of this study was to collect meaningful data to demonstrate to the Calhoun College administration the need for evening financial aid services. Even though the original hypothesis (that non-traditional students would be significantly more successful than traditional students receiving financial aid) could not be substantiated, the statistically equivalent success of the non-traditional and evening students was evident. Also, the growth of the evening program has reached 55 percent of the total student population at Calhoun College.

With the above conclusions in mind, the following recommendations are:

1. That John C. Calhoun State Community College provide the evening students with financial aid assistance by keeping the financial aid office open during hours that would be accessible by the evening students; and

2. That the financial aid recipiencies who are non-white or have GED's be monitored by Calhoun College and provided with the support systems needed for these students' success.

Implications

With the campus population shifting toward the non-traditional evening student, the old methods and schedules may need to give way to present changing reality. The Calhoun College administration may need to evaluate the entire college program and services to meet the needs of this new category of students.

The results of the two control variables, race and high school certificate, indicated that further studies of these groups are needed. Other questions have been raised about the implications of this study by the Student Development Staff at Calhoun College upon the presentation of this study. Therefore, the following further studies are recommended:

1. A comparative study be made on a random sample from the entire student body of Calhoun College to indicate whether the results of this study apply only to financial aid recipients or to the entire campus;

2. A correlation study be made between GED scores and college success to see if academic problems can be predicted by the analysis of GED scores; and

3. A study be made on the success rate of the non-white student at Calhoun College to see if a disproportionate number of non-white students are not being successful.

The results of this study were instrumental in Calhoun College's decision to provide evening financial aid services. The complaints of personnel in the financial aid office and students' needs prompted a study committee to be formed that was to evaluate and make recommendations to the President of Calhoun College on financial aid functions. The data from this study were used along with other pertinent information collected by this committee. The result has been the employment of a paraprofessional in the financial aid office whose hours (noon to 8:00 p.m.) are especially designed for the evening non-traditional students' access.

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